Know the Earth…Show the Way

NGC Transition Plan: A Systematic Approach to Professional Development

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Purpose:

- Define Professional Development
- Show the process used to achieve it
- Show where we are in that process
- Show how we'll achieve our vision over the next 12-18 months

What is Professional Development (PD)?

- PD: The process of systematically improving the knowledge, skills, abilities, and/or attitudes of the NGC workforce in support of the Agency's mission and performance goals.

Professional development enables success, management by design delivers it, and evaluation assures it

Regarding professional development…

“. . . most schools and teachers cannot produce the kind of learning demanded—not because they do not want to, but because they do not know how, and the systems in which they work do not support them in doing so.”

National Commission on Teaching and America’s Future

What principles generally frame school-based PD Programs?

- Focuses on the learning community
- Focuses on individual, collegial, and organizational improvements
- Reflects best practices in teaching, learning, and leadership
- Enables faculty & staff to develop further expertise in subject content, teaching strategies, training program management, and other elements essential to the NGC's success

What principles generally frame school-based PD Programs? (continued)

- Promotes continuous improvement, learning, and feedback
- Planned collaboratively
- Requires time to design and resources to implement
- Driven by a coherent long-term plan
- Is evaluated on the basis of its impact on faculty/staff effectiveness and student learning; and this assessment guides subsequent professional development efforts

Source: NCR Educational Labo

What standards frame Professional Development Programs?

- Use inquiry and reflective practices within a learning community.
- Learn from benchmarks within the public and private sector.
- Work to match adult learning needs with innovative teaching styles.
- Implement research based strategies to support developmental activities.

What standards frame Professional Development Programs?

- Integrate technology as tools to assist with curriculum development, instructional management, and assessment.
- Invest time in collegial dialogue, collaborative learning, and the exploration of new and/or proven instructional strategies

Source: Michigan Sta

What trends are shaping training and professional development?

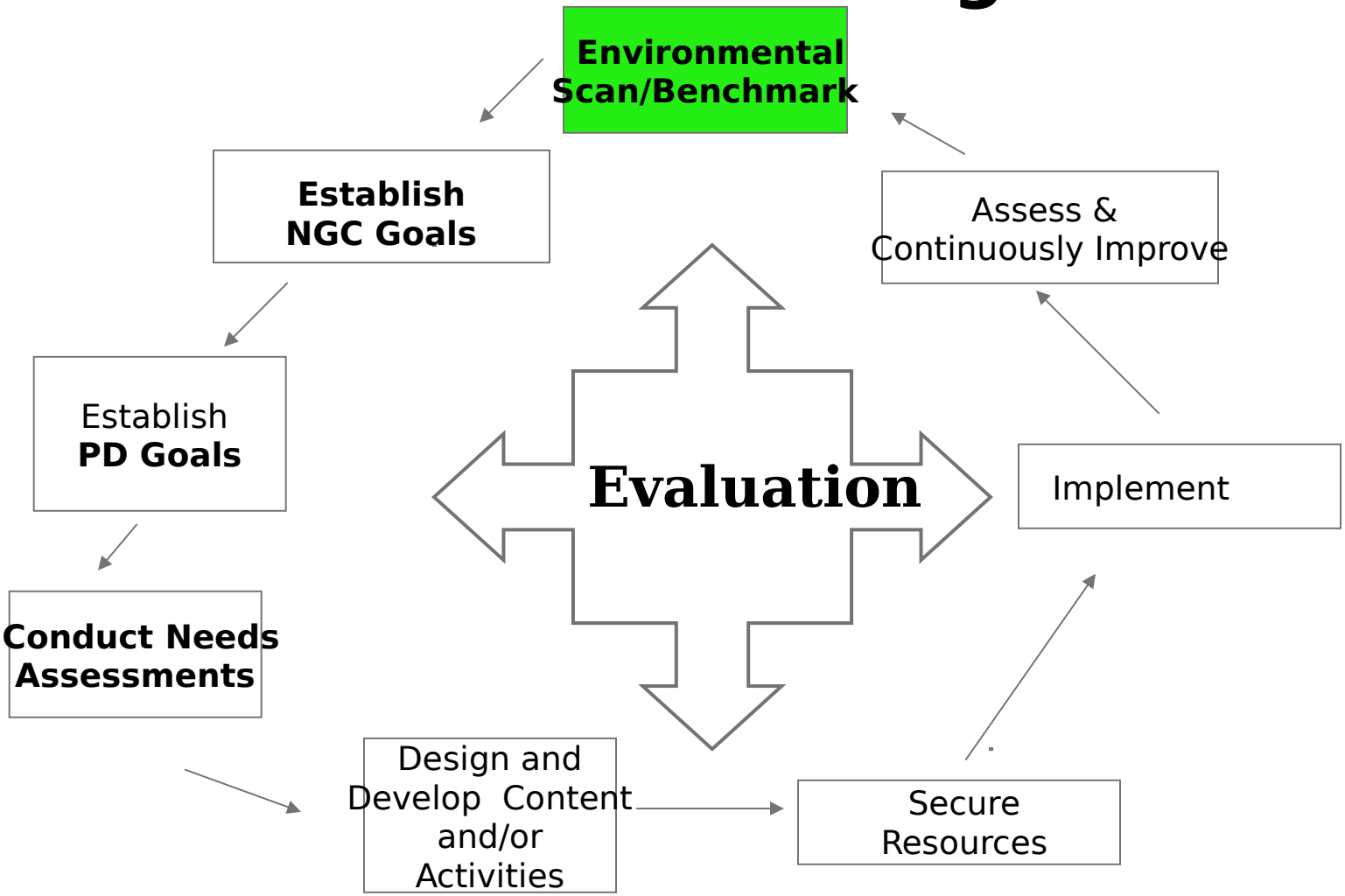
- Increasing pressure for short-term results
- Increasing diversity within faculty, staff, and student populations
- Increasing demand for just-in-time training
- Increasing presence of virtual work and learning environments
- Increasing need for meaningful work

What trends are shaping training and professional development?

- Increasing pace of change *and* a growing resistance to it
- Increasing demand for knowledge *and* the management of knowledge
- Increasing integration of technology is influencing how people learn
- Changing relationship between employer and employee (i.e. free agents)

Source: ASTD

What process is used to design an Institutional PD Program?



PAB Environmental Scan (Summer 03)

Status	Status	Status	Status	Status	Status
Done	In-Work	Awaiting Work	Awaiting Work	Awaiting Work	Awaiting Work
Assure Certification by COE	Recruit Professional Educators	Hire PD Manager	Implement PD & Assessment CONOPS	Publish PD CONOPS	Build Faculty Handbook
Maintain the NOS Guide	Tie PD to the NGC HQs Function	Conduct Needs Analysis	Redesign NGC Orientation Program	Design In-Service Training Program	Build Instructor Certification Program
Market Continuing Education	Establish PD Goals	Update the NOS Guide	Redesign Instructor Training Program	Create Shadowing & Mentoring Programs	Launch Viable Award Program at NGC
Market Rotational Assignments		Develop CONOPS	Build an Adjunct Training Program	Secure Resources & Classroom	Roll out System of PD

Benchmarking & Partnerships (2003-04)

- USAF Academic Instructor School
  - The DoD Benchmark for Instructor Training
  - NGC On-site visit
  - Follow-on SAV to NGC
- Air Force Institute for Advanced Distributed Learning
  - Faculty loaner agreement
- University Partnerships
  - Redlands University: Congressional Funding for Joint GEOINT Venture
  - University Experts Program: Agreement w/Innovision through which we can secure high-value guest speakers relevant to our needs

Comparison of NGC Work Roles and Skills with American Society for Training & Development (ASTD) Model (2004)

- By skill/competency
- By work role
- Possible Future Competencies

ASTD Data: "Answers the question what will it take for each of us to excel and make a difference in our field?"

Competency Alignment

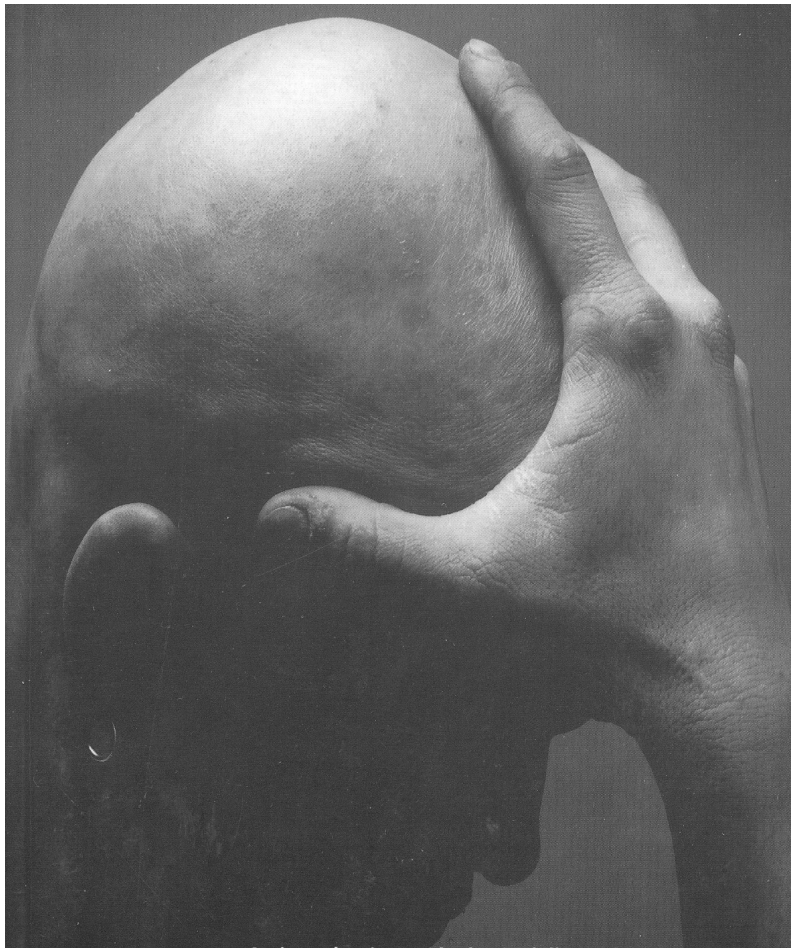
NGC Skill/Competency	Alignment	ASTD Competency/Expertise
Relationship Building and Communications		Building Trust; Communications; Influencing others; Partnering; Leveraging Diversity; Improving Human Performance
Organizational Management		Business Acumen; Knowledge Management; Improving performance
Program Management		Planning/Implementing; Managing the Learning Function
IT/Computer Skills		
Specialized Training Skills		Analyzing Needs; Designing Learning; Delivering Training; Measuring and Evaluating
Leadership		Strategic Thinking; Adaptability; Self Development; Facilitating Change; Talent Management; Managing learning; Coaching; Driving Results; Modeling PD

Role Alignment

NOS Role	Alignment	ASTD Role
		Learning Strategist
Academic Administrator		Business Partner
Training Coordinator		Project Manager
Instructor		Professional specialist

What's a learning strategist?

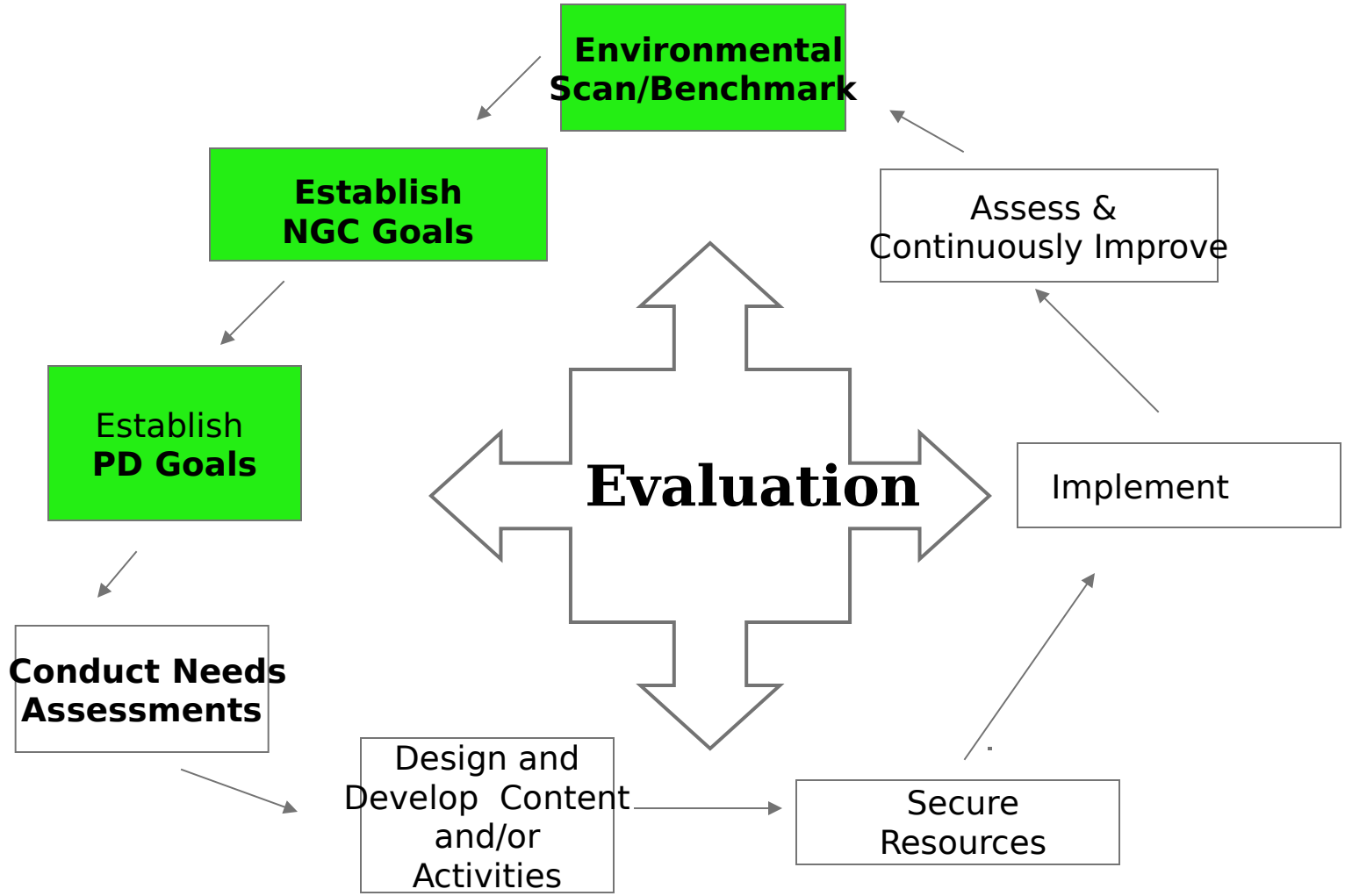
- Learning Strategist:
  - Determines how learning and performance can best be leveraged to achieve long-term success
  - Develops learning and performance strategies in concert with the organization's strategic vision
  - Bridge between customers, instructors, curriculum developers, and management



Source: ASTD

Thoughts:

- We appear to be focusing on the right type of KSAs
  - Perhaps too many
  - Perhaps too narrowly
- Work needs to be done by the PAB at better defining:
  - the work roles
  - current competencies
  - future competencies
- ASTD: historic source of information and best practice data for NGC


Environmental Scan/Benchmark
Establish NGC Goals
Establish PD Goals
Conduct Needs Assessments
Design and Develop Content and/or Activities
Secure Resources
Implement
Assess & Continuously Improve
Evaluation

Goals:

- **Provost**: Establish a systematic program of professional development to support D/NGC's vision
  - ❑ Orientation
  - ❑ Instructor Training
  - ❑ Adjunct Instructor Trng
  - ❑ Instructor Shadowing/Mentoring Programs
  - ❑ Certification
  - ❑ Assessment Programs
  - ❑ In-service Training
  - ❑ Award Programs

- **HD and NGC-PABs are enables responsible for**:
  - ❑ NOS Guide and NOS Competencies
  - ❑ Needs assessment of PD needs related to NGC
  - ❑ Interfacing with the recruitment center
  - ❑ Performance management elements used for evals
  - ❑ Tracking employees outside the Home Room
  - ❑ Career development guidance and advice

PD Needs Assessment Questionnaire

- Determine specific gaps in KSAs
- Determine specific competency gaps impacting mission effectiveness now and up-to 5-years out
- Determine areas of interest to the workforce
- Determine best times and locations for deploying in-service training (IST)
- Determine what factors hindered efforts in the past
- Map survey results to a systematic program of in-service training, ITC programs, and/or individual PD programs
- Partner with Provost to implement

Demographics: Participation

56 Total:

- 38 Staff
- 18 Faculty

32% return rate *

- 51% of NGC Civilians
- 10% of NGC Military

** Sample size is too small to infer too much, however, the survey provides basic data that when calibrated with other inputs (i.e. focus groups) can suggest a reasonable vector for our future PD efforts.*

Importance of Professional Development

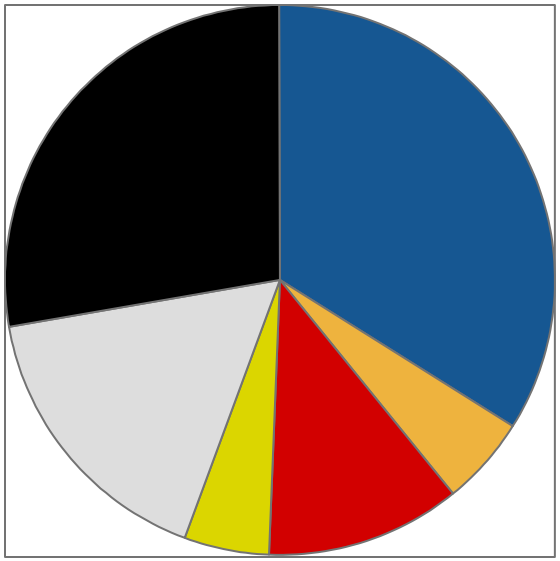
- Faculty:
  - Very Important 72%
  - Important-28%
- Staff:
  - Very Important 71%
  - Important 24%
  - Somewhat 5%

Attendance of PAB Event

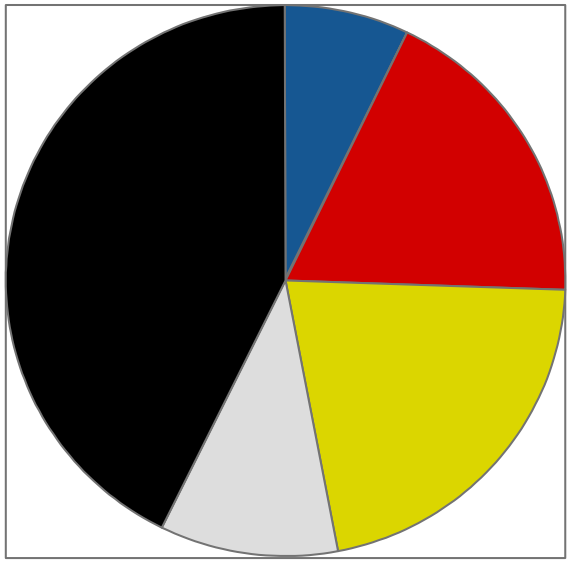
- Faculty
  - Have attended-27%
  - Have Not-73%
- Staff
  - Have attended-66%
  - Have Not-24%

Time Spent Receiving Professional Development over the last year

Faculty



Staff



Satisfaction with Professional Development Activities Attended

Faculty

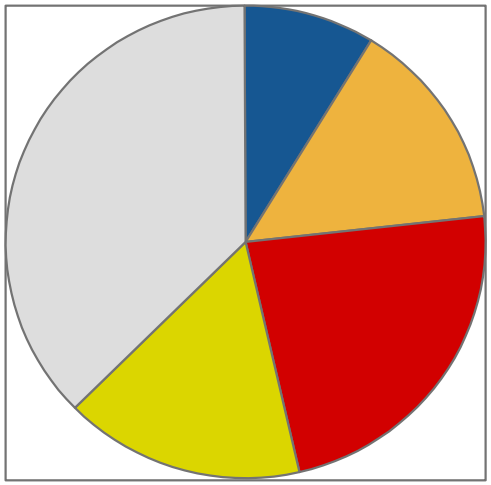
- Satisfied-66%

Staff

- Satisfied-81%

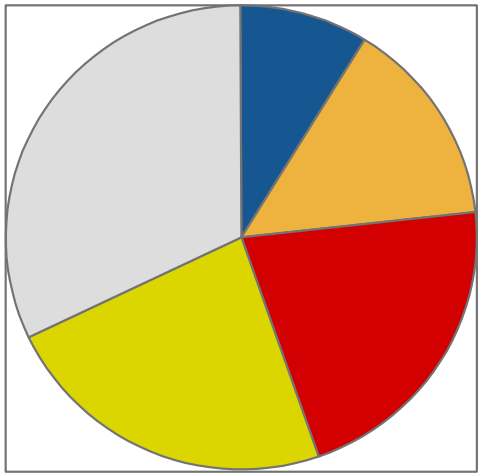
Who much platform teaching and/or support experience do you have?

Faculty (Teaching)



- Never
- < 1 Year
- 1-3 Years
- 4-9 Years
- 10 Years or more

Staff (Support)



- Never
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Obstacles to Receiving Professional Development Training-"Top 3"

Faculty

1. Too much work to take time off
2. Lack of substitute to cover my job
3. Lack of clear PD policy

Staff

1. Too much work to take time off
2. Lack of substitute to cover my job
3. Lack of clear PD policy

Greater

Lesser

Top Needs of Faculty	Top Needs of Staff
Developing Training Programs	Microsoft Project
Developing Web Based Training	Contract Management
Developing Interactive Teaching Methods (case study, guided discussion, etc)	Database Development/Management
Designing Training Programs	Developing web-based training
Developing Computer-Based Training	Strategic Planning
HTML Training	Metrics
	Organizational Assessment
	Knowledge Management
	Change Management
	Internal/External Coordination

Which themes would most enhance your professional development?

Top 3 Themes for Faculty

1. Perspectives on cutting edge research or best practices relevant to GEOINT
2. Perspective from customers using GEOINT products
3. Information associated with teaching geospatial analysis-related topics

Which themes would most enhance your professional development?

Top 3 Themes for Staff

1. Perspectives on cutting edge research or best practices within education/human development
2. Perspectives from peers operating in similar training environments
3. Information on creating and sustaining the positive adult learning environment

How would you prefer to receive PD Training?

1. External Conferences, workshops, and/or activities
2. Mentoring from an experienced colleague
3. Blended learning (combination of means)

Important Characteristics of PD Activities

Faculty

- Relevance
- Quality of content and instructors
- Interaction with colleagues

Staff

- Relevance
- Quality of content and instructors
- Cost

When & Where to Conduct Activities

Faculty

- Tues, Wed,or Thur
  - 0700-0900
  - 0900-1100
- Ft Belvoir

Staff

- Tues or Wed
  - 0900-1100
- Ft Belvoir

Short Term: The Next Step

- Focus groups (Faculty & Staff)
  - Validate and clarify survey results

Long-Term: Build a System of Profession Development

Phase I *Assess*	Phase II *Design*	Phase III *Develop*	Phase IV *Implement*	Phase V *Validate*	Phase VI *Maintain*
Build out Provost Office	Develop & Publish PD CONOPS	Develop ITC and AITC programs	Implement Mentoring Program	Design Certification program	Get ACE credit for new ITC
Design a study of NGC needs	Complete Faculty/Staff Handbook	Link to Assessment Program	Implement In-Service Trng (IST)	Implement Certification Program	Manage systematic PD approach
Complete Needs Analysis	Validate ITC instructor requirements	Create FCB for new instructors	Implement new ITC	Assess PD Program	Expand PD partnership
Baseline the NGC Workforce	Design ITC, AITC, and IST programs	Finish Recruitment	Design new award program	Validate PD Program	Maintain PD Program
Determine gaps in KSAs	Build PD Library & Video Ctnr	Design Mentoring Program	Implement new award program	Continuously improve PD	

Summary

- Transformation underway to build a system of PD for NGC
  - Partnership between the NGC PAB and the Provost
  - Each with unique lanes in the road
  - Working toward parallel, but distinct objectives
  - Not making improvements to existing processes, but rather designing new ones from the ground up
- Right approach at the right time with the right personnel